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AUTHOR Nunez-Cronk, Brunilda; Willoughby, Donna
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ABSTRACT

In response to the increasing diversity of the student population at Golden West Community College, in California, the the Intercultural Center (IC) was established in 1989 to enhance campus-wide awareness of cultural diversity through services to immigrant and international students and the campus community. An Intercultural Task Force was first created involving members from all areas of the campus. Task Force members developed the IC mission statement and major goals, conducted a survey of the campus community which indicated strong support for the mission and goals, and planned supporting activities. The IC opened in October 1989 providing assistance for international students on schoolwork, English pronunciation, or other language skills through volunteer peer counselors; audio tapes for advanced English-as-a-Second-Language instruction; modules and workshops on international education; assistance for faculty and staff working with international students; information on study abroad programs; resource materials on cultural and intercultural issues; and classroom materials for content instruction and writing assignments. Additional projects included the preparation of a manual identifying common misperceptions of a variety of cultures and speakers and workshops on cultural sensitivity in the first year of operation, and the reception of exchange students and the preparation of print and television promotional materials during the second year. A sample brochure and newsletter are appended. (BCY)

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Golden West College

Intercultural Center

Brunilda Nunez-Cronk

Donna Willoughby

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INTRODUCTION

Golden West is a comprehensive community college that is one of three Southern California colleges of the Coast Community College District. Student enrollment at the college has increased in the past two years and is currently at approximately fifteen thousand (15,000). Located approximately forty miles south of Los Angeles, Golden West and the communities it serves must adjust to a changing population.

Dr. Harold Hodgkinson, in a report for the Institute for Educational Leadership to the American Council for Education, indicated that one of every nine Americans is a Californian. California is accepting almost 1/3 of the world's immigration. The greatest cultural diversity will continue to come to California. "It is our tolerance for diversity which allows us to tap energies of each new group coming to America to seek a better life, and California does this well."

This paper addresses one California college's response to the changing demographics. It encompasses the history and development of the Intercultural Center at Golden West College, its broad conceptual mission, and its problems and prospects.

It all started around a coffee table. A handful of people shared their concerns about providing intercultural interaction among all individuals in the college community as well as supplementary reference and referral services to support and enrich those individuals. Together they agreed to do what was necessary to encourage intercultural sensitivity and to build unity. They spearheaded the formation of an Intercultural Task Force whose efforts resulted in an Intercultural Center that, in just fifteen months, has received national recognition.

CHANGING FACES/CHANGING NEEDS

Prior to the 1975 immigration of great numbers of Vietnamese refugees to the Southern California area, Golden West College served local communities that were predominantly white and middle class. There was only one Hispanic barrio neighborhood that had remained fairly stable in population over the years, and there were small numbers of Blacks and other ethnic/cultural minority populations in the local area. The GWC student population mirrored the community population in that it was predominantly White Non-Hispanic. Only one or two sections of ESL handled the few non-native language learners on the campus.

In the period of the late seventies and steadily to the present, the initial population of Vietnamese refugees was joined by relatives migrating from other parts of the U.S. as well as new immigrants arriving from Vietnam. Today, the local communities are home to the largest Vietnamese population outside of Vietnam itself. During these same years there has been increased settlement by people from many other Asian countries as well (Korea, Cambodia, Laos). In addition, the Hispanic population in the area served by GWC has increased as a result of family members joining their relatives, immigration from war-torn Central America, a high birthrate, and population spilling over from neighboring cities and counties. The student population at GWC in fall 1989 was 14% Asian or Pacific Islander, 1% American Indian/Alaskan Native, 1.4% Filipino, 8.6% Hispanic, 1.5% Black-Non Hispanic, 2.5% other ethnicities and 64.5% White Non-Hispanic (7.5% declined to state their ethnicity). The ESL program, with 970 students in fall 1990, is among the fastest growing programs at the college.

In the late 80's, the college could make only a few adjustments in recognition of the changing student population (the hiring of a Vietnamese financial aids coordinator/counselor and a bilingual Hispanic clerk in the Admissions office). The college did shift dollars to support more ESL classes in both the

English and Speech Communication Departments. It also protected budgets in the Writing and Speech Communication Centers where students could get individualized attention for their language development. The Speech Communication Department creatively responded to college budgetary problems by starting an innovative program utilizing community volunteers to help ESL students with their pronunciation, oral, and listening skills development. Because of a hiring freeze and significant budgetary problems the college was not able to do much more.

THE RATIONALE, MOTIVATION, AND MEANS FOR CHANGE

In these same years, however, Golden West's response to its increasingly multi-ethnic, multi-cultural population began to change dramatically for a variety of reasons. The National Immigration Reform and Control Act provided a program to give qualified, pre-1982, illegal immigrants an opportunity for amnesty. These individuals could gain permanent residency, and ultimately citizenship, if they met certain conditions, among which were evidence of basic English language skills and citizenship awareness. GWC responded to this community need by offering the requisite classes and has to date served the needs of almost six hundred, mostly Hispanic immigrants. Some of them have continued their enrollment at the college. More important, the IRCA act focused statewide attention on this immigrant population--its educational needs and its potential vis a vis the labor pool.

In this same period, the Board of Trustees of the Coast Community College District (a three-college district) hired two Hispanic presidents and an Hispanic chancellor. By these hirings the Board was acknowledging the changes in local demographics and community needs.

Under the leadership of a dynamic, "can-do" President in the person of Judith Valles, Golden West employees and student leaders began to respond creatively to the challenges presented by an increasingly multicultural population. College schedules, catalogs and brochures began to utilize

pictures of our ethnically diverse student body. Ms. Valles became well-known and respected in the local communities and by the leadership of various ethnic groups. This energetic and vivacious president spoke at banquets, cultural events, business lunches, etc., urging community leaders to actively support the college, urging all populations to come to Golden West, urging youngsters to stay in school and dare to aspire to college. She motivated administrators, faculty, staff, and students to care and to believe that they could, and must, make a difference. Stepped-up efforts to secure grants were joined by her attempts to sway state leaders to change and improve the funding for community colleges.

The student government hosted cultural fairs, and musical and dance events that showcased the richness of a multi-ethnic, multi-cultural society. They financially supported clubs that enabled varied student populations to display their cultures and to find friends who shared their native languages and cultures.

At an administrative retreat in spring 1989, college administrators were engaged in some workshops designed to develop consensus among them regarding the problems and opportunities the college was likely to face in the next ten years, as well as to engage them in discovering some agreed upon vision and goals for the college. Discussion groups of six to seven members each, and representative of a cross section of campus offices and functions, came to remarkably similar conclusions. In response to the question "What will our college be like if we do nothing or make no changes in our activities?" they concluded that, among other things, the college would decline in enrollment (and funding) because of fewer "bread and butter" students (Anglos carrying twelve units and planning to transfer), there would be increased proportions of ethnic minority students with increased need of support services and basic skills training, and there might be increased racial tensions. College administrators

and supervisors collectively saw the wisdom of being pro-active in enhancing the college's ethnic mix, increasing outreach efforts and intercultural sensitivity, improving programs, services, etc.

Faculty who are advisors to student clubs such as MECHA, Vietnamese Students, and Panorama Latino were encouraged in their efforts. Some faculty adjusted their teaching methods to acknowledge the presence of ESL students, and they struggled not to lower their standards.

These college responses to an increasingly diverse population were generally well received by students and staff, though there were some who did not view the changes as positive. Some faculty grumbled about how difficult it was to teach now. Some complained that "they" should go away until they learn English (at native levels of proficiency, presumably). Occasionally faculty began to see tensions in the classroom between students of different ethnicity. Occasionally a racist remark would appear on a bathroom wall.

Impetus for positive change came additionally from the 1989 Public Policy Agenda of the American Association of Community and Junior Colleges. This called for the primacy of equal opportunity and access; increase of first-rate, ethnic minority faculty; curricular emphases on intercultural and international education; college leadership in improving relationships in the community among diverse groups; and increased international/intercultural awareness on campuses and in the communities they serve.

Finally, from the state level came The Final Report of the Joint Committee for Review of the Master Plan entitled "California Faces - California's Future: Education for Citizenship in a Multicultural Society." Among its recommendations were echoes of the concerns expressed by the AACJC. California Assemblyman John Vasconcellos stated that "this report provides the basis for educational reform and growth for the next 15 years and beyond."

All the lofty rhetoric would mean little had there not been some accompanying funding. With the passage of AB1725, the colleges of the Coast District received significant new funding to hire new faculty and thereby work toward greater ethnic diversity. There are funds, too, for program improvement and staff development relevant to intercultural sensitivity. This new revenue source, in turn, could conceivably free up local discretionary funds to support new outreach efforts, improved student and community services, improved curriculum, etc.

The prospect of improved funding and the hiring of six new full-time faculty (including two ethnic minorities, three women, and two faculty who were educated abroad) helped to energize the campus after too many years of bad news. There was hope that perhaps the funding picture would improve and help the college respond to changing student and community needs.

IDEAS MEET WITH OPPORTUNITY

During the 1988-89 school year, the Associate Dean of Communications, Donna Willoughby, had occasional conversations with the college president, Judith Valles, about the above changes, the college's ESL program, and the various campus services' responses to the increasingly multi-ethnic, multi-cultural population. Among other ideas, they discussed the notion of a multicultural center that would include bilingual personnel, some counseling, and some special attention to these students.

In the spring of 1989, it became apparent that the volunteer program to assist ESL students was an expanding and slightly "noisy" program that was not too well suited to the recently combined Writing and Speech Communication Centers where the volunteer program was housed. Fortunately, a two-room area became available adjacent to the combined Center and separated from it only by glass. The Associate Dean responsible for these programs was Donna Willoughby, and she was able to secure the coveted space for program expansion with a commitment, to the Dean of Instruction and the President, of improved service to ESL students.

In the summer of 1989, this same Associate Dean was conversing with Ruth Hunter, a professor emeritus of Speech Communication who was coordinating the ESL volunteer program, and Sharon Ratliffe, a faculty member from the same department who had recently been selected as the Director of Staff Development. They discussed expansion of the activities of the volunteer program, the need for encouraging intercultural interaction among all individuals in their college community, and improved services for second language and/or second culture students.

In early fall of 1989, Ruth Hunter volunteered to move the ESL volunteer program into the area adjacent to the Writing and Speech Communication Center. If she could have increased funding for hourly staff and supplies, she also volunteered to be an acting coordinator of a multi-cultural center and oversee program and service expansion. The college president readily agreed to support some modest supply needs and to fund a total of three, part-time bilingual individuals. Ruth Hunter, paid for ten hours of instructional work per week, would continue to volunteer her own services an extra twenty to thirty hours per week to coordinate the new efforts. (Two bilingual work-study students would also assist.) Donna Willoughby volunteered to supervise the center as it evolved.

The "idea" of a center now had a space, some staff and borrowed furniture, some loaned and donated artifacts, and some second language/second culture student traffic. If it was to become significant to the college, however, it needed broad-based support and the energies of more individuals, as well as some clear direction.

GETTING STARTED

The individuals already involved became the first members of a Task Force called together by Donna Willoughby. Participants came from all parts of the campus and included faculty from some subject matter disciplines likely to be supportive of the concept. Members included three new faculty hires in speech, ESL, and English, a Spanish instructor who advised the MECHA Club and supervised a small Hispanic Educational Advancement Center on the campus, a financial aids coordinator/counselor, the associated students' president, a representative from counseling, the

president of the college's Patrons Association, the director of the Community Service Office, and representatives from the foreign language and sociology departments. The group included a good balance of males, females and ethnicity.

At the start of the first meeting of the Task Force, members were asked to give their names, departments, reasons for their interest in the committee's work, and a reservation they might have. This guided, to some degree, the next agenda item: to brainstorm what primarily should be done by such a center. Toward the end of this meeting the college president came in to state her commitment to support the concept of a center as well as the group's work. (She thought it best not to join the Task Force to avoid influencing discussion or its direction.) As homework, members were asked to separate goals from activities on the brainstorm list and to write a potential mission statement.

Three members wrote mission statements and major goals with supporting activities. This, however, was sufficient as a basis of discussion at the second meeting. A subcommittee then agreed to polish the language by the third meeting.

Tentative plans for involving the entire campus were next discussed and finalized. These included Task Force members taking responsibility for:

1. Designing a logo for the center.
2. Attending a meeting of the Inter-Club Council to inform student leaders and staff advisors about the center and invite their participation and support.
3. Preparing a survey of the staff and students to get feedback about the proposed mission statement, goals, and names for the center.
4. Contacting The Western Sun, the student newspaper.
5. Attending a Brown Bag staff development workshop to inform others of the progress to date and invite feedback and support.

At the third Task Force meeting, there was a final review of the proposed mission and goals as well as the survey instrument. All classified staff, administrators, and full-time faculty were to be

surveyed, as well as a sample of students from classes whose instructors volunteered to conduct the survey. At the fourth and final meeting of the Task Force, the results of the survey were reported. In essence, there was strong staff and student support of the mission and goals as identified, although the survey return from staff was a disappointingly low 10.7%. Further, respondents agreed with the Task Force preference for the name Intercultural Center, as opposed to Multicultural or Cross-Cultural Center. Finally, the survey elicited a host of excellent suggestions for campus and/or community activities pertinent to the mission and goals of the Intercultural Center. Minor language revisions to the mission and goals were suggested and followed. Survey results were reported within the college newsletter and to instructors who conducted the student survey in their classes.

THE INTERCULTURAL CENTER AND THE LARGER CONCEPT

At some colleges, such a center is an adjunct to admissions, testing and/or guidance functions; and such centers limit or focus service toward international and minority students only. Still others are activity centers that sponsor ethnically oriented or international clubs and celebrations, and study abroad or student/teacher exchange programs. Staff and students of GWC, however, expressed a desire for a more ambitious, more broad-based mission and function. In essence, they agreed with the original Task Force that the mission should foster the concept and values of intercultural enrichment and harmony, and that all offices and personnel on the campus were important to the success of that mission. The very character of the college's instructional, community, and student-oriented activities needed to acknowledge the diversity, adapt as necessary and encourage dialogue and understanding among all. The Intercultural Center itself needed to be a place for Anglos as well as Orientals, etc., and to exhibit by its activities, or encouragement of others' activities, the values expressed in the mission statement and goals.

More than just a facility with isolated concerns, the Intercultural Center was to foster the concept that the entire college is an intercultural center.

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THE INTERCULTURAL CENTER AND THE COLLEGE ORGANIZATION

The broad-based approach discussed above was temporarily problematic in the sense that the Intercultural Center didn't clearly fit into the organizational chart of the college. Should it be placed under the Dean of Student Services or the Dean of Instruction? Since it involved the entire campus, should it be under the College President? Because it didn't fit clearly in any one place and since the Associate Dean of Instruction was temporarily willing to supervise it (and still had the ESL volunteer program serving students in the center), it is located under the organizational purview of the instructional area.

Now that the work of the Task Force was finished and the Center's existence became known through the survey, it became necessary to form a more permanent advisory committee. Had GWC had the budget to hire or place a full-time staff member in charge of the Intercultural Center, as well as a reasonable operating budget, an advisory committee would have been needed to meet only occasionally to ensure a sense of involvement from the campus and community. Because GWC had a part-time person predominantly volunteering her time (and supported only with $5-7 per hour assistants) and a very modest supply budget, it became necessary to have a very active, influential, and committed group of people willing to work, to persuade others to help, to come up with funds from their own operations to help support the Center's mission. "Advisory Committee" was not really an appropriate name for this group: nevertheless, that's what it was called.

Because there was so much to be done to plan and implement functions, it turned out to be fortuitous that GWC followed the advice of the community representative to the original Task Force and did <u>not</u> involve outside community representatives or dignitaries in the advisory committee. Her wise words were "Get your act together within the college first. If you get organized and get going with worthwhile events, etc., the community will support you." How right she was.

The Intercultural Center Advisory Committee was made up in part of some members of the original task force. Other faculty members volunteered, and the Associate Dean supervising the Center and chairing the committee invited still others. The committee then came to the attention of the college's Academic Senate President and came to be viewed as a college-wide committee. The Senate then confirmed all faculty members rather than starting all over and naming the faculty to the committee, as is its privilege. Subsequently, the Senate named three more faculty to the group, responding in part to increased interest, as well as a preference to include other disciplines on the committee (business, science, etc.), not just the usual liberal arts ones thought to be generally sympathetic to an intercultural cause (social sciences, speech communication, etc.). In its first year of operation it was, on paper, a twenty-two person committee, more broadly inclusive of all the campus areas but a bit unwieldy in size. With the size came the appearance of broader campus involvement and awareness; but also, and in part, because of the number of people on the committee, it sometimes lacked cohesiveness, and attendance of some members was consequently sporadic. Fortunately there were enough dedicated members to provide continuity and accomplish the tasks. Student attendance at the ICAC meetings was very poor, but support from student government and the Student Activities Office was strong.

Another organizational concern was to get the Intercultural Center and its mission into the thinking, planning, and budgeting discussions of all campus departments and offices. Because the planning process cycle was newly introduced and deadlines were imminent, advisory committee members were not able to accomplish much within their initial department plans due in January 1990. Some spring revisions did, however, begin to reflect some increased sensitivity to intercultural concerns, in part because the overall college goals had included outreach and response to the ethnically diverse campus community. If a department is to justify its plan, its budget request, etc., it must show how it supports or is critical to the overall college plan. Because of the rush in late fall 1989, Donna

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Willoughby and Ruth Hunter hurriedly prepared the planning and budgeting sheets for the 1990-91 year based on priorities determined by the Intercultural Center Advisory Committee.

FIRST YEAR FOCUS

The Intercultural Center opened for business in early October 1989, with a fresh coat of paint, some furnishings borrowed from the Speech Communication Department, as well as some worn furniture and office equipment donated by an individual going out of business in the local area. The volunteer program that assists ESL students enrolled in some Speech Communication courses moved into the new area from the adjacent Writing and Speech Communication Center. Shortly, two additional, nineteen hours per week, paid assistants were hired. Overall the staff had language capabilities in German, Vietnamese, and Spanish.

The process of furnishing the area continued throughout the 1989-90 school year as administrators, faculty members, staff, students and community members contributed ideas, artifacts, objects, posters, pictures, and maps. The latest human interest stories and news articles pertinent to the Center's mission were sent by staff to the Center and prepared for an on-going clipping file available to staff, students, and community. Summaries of the library/media center materials that portrayed customs, traditions, theatre, music and dance of many cultures were made available to help support classroom instruction and student learning.

The more the Center became known, the greater and more frequent were the contributions. In spring 1990, one sociology instructor donated several shelves of pertinent books, news articles, etc. -the gems gleaned from approximately fifteen years of his research and course planning on such subjects as understanding racism, bridging cultural gaps, social norms and customs, etc. A music instructor donated an extensive collection of world music.

The expanding awareness of the Center's existence and service was in part the result of efforts to be visible by the creative Center staff. They prepared and passed out flyers and book marks about their services, held holiday tea and cookies celebrations, were present in a booth on "Gold Rush Day" (a showcasing of all the clubs and service centers on campus) as well as at the Community Festival held annually on the GWC campus and drawing thousands of visitors. They offered coupons and other gimmicks to draw students to the Center. One set of coupons said: "This is good for one hour of quiet study in the Intercultural Center," while others were good for "one-half hour of friendly conversation and practice of your English skills" (for ESL students).

Practicing their English and communication skills was already an integral part of three speech communication courses attended by Golden West ESL students. The curriculum of these courses is structured around the requirement that the students make regular weekly appointments with the Center's community volunteers. The volunteers help the students to practice various communication skills taught in the courses, such as initiating a conversation, expressing an opinion, giving a speech, or participating in a job interview.

The students have found this service very valuable, and they seek out the volunteers not only for assistance with this speech coursework, but for English conversation and help with other coursework. For many of these students, a large number of whom are refugees, this is the only opportunity outside of class to converse with a native English speaker. Students report that it not only is important for their educational performance and development of English skills, but the volunteers "help me to understand American culture and customs," and "explain language or phrase use that can't be translated," and "teach me how to organize my work." Other students observe that the volunteers have "helped me to build my confidence," and "teach me how to handle problems I didn't understand," and "give me an opportunity to talk about life and share friendship." Once the service was offered to all ESL students on campus, the number of students utilizing the Center steadily increased.

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Also available in the Center for student assistance was an expanding collection of information files on various countries, study abroad programs, and international organizations. In addition, some faculty members have scheduled office hours in the Center to encourage "shy" second language students.

Concurrent with the above activities of the Intercultural Center, the IC Advisory Committee was focusing on strategies to sensitize staff to cultural differences and involve the campus in intercultural activities and services. A staff development subcommittee recommended a list of activities to the Advisory Committee from which the group selected the following as important first year staff development activities:

1. A manual identifying common misperceptions about a variety of cultures and informative facts about those cultures.
2. Speakers for the January 1990, pre-semester, in-service program and other occasions.
3. Courses on cultural diversity, etc. to be made available to faculty for salary credit.
4. Workshops to provide practical instructional strategies for including intercultural content in the curriculum and assisting second language, non-native, or ethnic minority students in their learning and interaction with native English speaking, white majority students.

All but item three above were achieved in the first year of operation and, overall, the campus staff development activities took on increased emphasis of the IC mission.

An additional priority set by the ICAC was to conduct needs and resource assessments of the campus and community and to publicize the findings. Of particular interest were:

1. The demographics of GWC and surrounding communities.
2. A survey of students: what they perceive as their needs, problems, interests vis a vis the Intercultural Center mission.

3. A survey of staff: to learn what they would like to know about their non-native students and what instructional problems they want help with.

4. A video description of local high schools and areas of the community - perhaps as a student project.

5. A survey to learn about campus resources (e.g., where people have traveled or lived, slide collections, artifacts, willingness to give a workshop, etc.).

The Coast District research office provided the demographic data that was subsequently discussed by campus leaders; the results of the student survey were discussed at a faculty workshop; and the instructional needs identified became the predominant subject of 1990-91 inservice programs. The video project was not completed.

Finally, setting up a mentoring program to assist students in need (and enrich the awareness of the mentor) was another goal. Additionally, the committee saw merit in a "buddy system" to enable interested students of color and Anglos to broaden their understanding of one another's cultures. While there has been some progress toward a buddy system, with "study buddies" available in the IC, there has not yet been the time nor leadership necessary to establish a comprehensive mentoring program.

In the spring semester of 1990, the ICAC became a working committee to plan, seek funding for, and implement an intercultural week called "Festival of Friendship." The purposes of the week were to dedicate the Intercultural Center, to further publicize its existence and purposes on the campus as well as in the community, to celebrate the diversity of some of the ethnic/cultural populations, and to foster principles of universality and interdependence.

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The value of having a broad-based committee of committed individuals who know the campus structure and how to get things done could not have been better illustrated than by this collective effort. Within the IC Advisory Committee itself there were all the key players with the expertise and willingness to plan and implement the week-long event. On this committee are the Director and assistant of the Student Activities Office, the Student Body President, an art instructor (who designed and prepared magnificent decorations), the Director of Public Relations, a librarian who selected films and videos for the week's showings, volunteers from the Patrons of GWC who collected tickets and helped serve at the Friday all-campus potluck, the coordinator of the Center who hosted tours throughout the week and ran the box-lunch party for international students, the Director of Staff Development who hosted four different and pertinent intercultural activities during the week, the Associate Dean of Fine and Applied Arts, an all-around creative person who really knows how the campus operates and "who you need to know," a music instructor, and a few faculty and staff who are advisors to some of the student clubs that participated (Panorama Latino, Vietnamese Students, Black Student Union), and others who implemented student essay, portraiture and photo contests.

The entire week was accomplished with $2,500 from the student government, $400 from the Academic Senate professional development committee, and $2,600 from the Community Services Office, plus much hard work accompanied by a "just do-it" spirit.

The dignitaries and the press showed up for opening day, the entire campus was decorated with posters and balloons, and the Student Union featured ethnically oriented portraits, painted by students, that covered three, two-story walls, and a case with the winning essays. Free food and music were available every day and hosted by a different student club each day. Attendance was terrific. Attendance was somewhat sparse, however, at the staff-development activities; but those who attended got much valuable information.

The final day's all-campus potluck was a fitting culmination to a wonderful week. The student president presented two large and colorful banners on ten foot standards to the college president: one saying "GWC" and the other with the IC logo. These decorative items stand outside the Center on all but rainy or windy days. The tables had tablecloths, and each had a small display of international flags. A group sing-along was only moderately successful, but no one cared. Prizes were awarded to student winners of the "Spud Webb" basketball tournaments (one division for those under 5'9" and one for 5'9" and above), the portraiture and essay contests. When the winning student essay was presented on videotape (read by an instructor) many in the 250 person audience were visibly moved. The assembly heard of this student's valuing of her freedom and her feelings about her new country.

It was a wonderful week! The committee received compliments from many of their colleagues, and the college received excellent press coverage for the events of the week.

Toward the end of the spring '90 semester, the Board of Trustees of the Coast Community College District announced a broad policy of support for the concepts of international and intercultural education and the assurance of support for relevant services and activities. In late spring the President of GWC held a Brown-Bag workshop to brainstorm and then select the college's theme for 1990-91. The winning selection was "Student Success in an Intercultural World."

The major activities of the school year were at an end, but the staff of the IC were on the job throughout the summer, preparing for the fall. Among the summer achievements was the recruitment of new volunteers (from eighteen in October 1989 to a total of fifty-five to date).

Trading on the accomplishments of the school year and the goodwill established with campus and district offices who approved some creative budgeting, the IC administrator was able to acquire new couches, chairs, end tables, lamps and a computer, as well as expansion of the Center into a large adjacent room.

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SECOND YEAR DEVELOPMENTS

The 1990-91 school year has been characterized by a flurry of activity, solution of problems and new opportunities.

Early in the fall, the IC hosted seventeen students from the Netherlands at a reception and campus tour. (Two of the students planned to attend GWC in spring 1991.) Further, the IC has conducted two of four planned International/Intercultural Children's Programs that, by year's end, will have educated and entertained about two hundred forty children. Fifty-five community volunteers log between nine hundred to a thousand hours in assisting three hundred twenty-five ESL students each semester. Brochures have been written in Vietnamese and Spanish to announce campus programs, and the IC's bilingual assistants are regularly hired by the Admissions Office, during registration periods, to assist ESL students with matriculation and registration processes. Staff have also assisted with preparation of several thirty second TV spots on myths and facts about minorities. In addition, the IC has activated the first of many planned co-sponsorship relationships: one with the Society of Hispanic History and Ancestral Research, and the second with the Orange County Iranian Cultural Center. For the privilege of using GWC facilities for meetings, work sessions, or language classes, these organizations will raise funds for and donate materials to the IC, assist with programs, and provide informative sessions for GWC students and staff. Networking with other community organizations has also expanded; over the last year, the IC has been show-cased at five state and national conferences. All of these activities have brought increased correspondence and numbers of people to the Center, as well as much positive acclaim.

Because of its broad responsibilities, the Intercultural Center Advisory committee has been renamed as the Intercultural Affairs Committee. The committee (with three new members) advises on the implementation of the mission and goals of the Intercultural Center; plans and assists with GWC's annual spring intercultural "Festival of Friendship" Week; serves as a sounding board and resource for

the campus and community on multicultural and intercultural matters; and interacts with instructional and student service/activity departments and offices on planning and implementing intercultural activities. A major effort of the committee in the second year has been the establishment of nine subcommittees and the subsequent involvement of a far greater number of students and employees than before.

In the past year or so, there has been much discussion of "internationalizing" the curriculum throughout the country, as well as in the Coast District. Furthermore, the district office began to signal interest in giving new priority and support for an international education program comprising opportunities for teaching abroad and teacher exchanges, as well as more study abroad opportunities for students. Also, increasing numbers of international students are enrolling at the three colleges, and GWC, at least, saw merit in better attending to their needs.

In addition to these prospects, campus leaders were aware that, to further enrich students, the curriculum and the teaching/learning process needed attention. Unless and until these areas significantly reflect an intercultural/interdependent attitude, all else is symbolic and somewhat superficial. While GWC already had in place significant curriculum (courses and portions of courses) reflective of this attitude, more development is desired. The Dean of Instruction and associate deans at GWC have been instrumental in bringing faculty together to develop new general education courses for both vocational and transfer students (Cultures of Orange County, Intercultural Communication and Multiculturalism). Among these faculty are several new and ethnically diverse individuals who recently joined the staff. Furthermore, the IAC in cooperation with the college's staff development and grants offices has as a primary concern the fostering of reassigned time and extended workshops to support extensive curricular modifications sought by many discipline areas. Although the college has increased the number of short workshops designed to give specific, practical suggestions on enhancing teaching in an intercultural environment, there is more to be done.

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It would have been impossible for the Intercultural Center to provide any leadership or energy for these or any other new directions, without some additions to the leadership staff. After much discussion, the chancellor of the Coast District finally created a district office of international education to coordinate the efforts of the three colleges. Seeing the opportunity to put GWC at the forefront of any new activities and to provide additional staffing for the IC, President Valles authorized a sixty percent reassigned time faculty position to develop and coordinate the college's efforts. The position was advertised in-house in late fall and the new Coordinator of International/ Intercultural Education was selected in January 1991. Bruni Cronk, a native Puerto Rican with a MA in Comparative Cultures and a strong bilingual-bicultural background, secured the position. She is responsible for coordinating GWC's international education interests on campus and with the district office, as well as serving as advisor to GWC international students. The IC is her base of operation. Just prior to this staff addition, Ms. Valles had authorized the expenditure of $4,500 to pay for some additional faculty assistance to the IC in the spring semester. Sandy Sudweeks, a speech communication instructor with significant background and experience in intercultural communication, will handle special projects such as the development of a mentoring system. The Center now has forty-six hours per week of faculty time devoted to fulfilling the mission of the Intercultural Center.

Just when it appeared that there would have to be some modification of Center plans and activities because of insufficient leadership, these personnel were added. Given all the wonderful and important projects many at the college want to pursue, however, there is insufficient staff. This team of instructors will have to be judicious in prioritizing their activities.

Another piece of good news for the IC was the receipt of five thousand dollars in AB 1725, one-time only, program improvement funds to carpet the second room, refurbish panel dividers and purchase much-needed storage cabinets. In addition, a modest but adequate printing and supplies budget of

one thousand dollars was granted by the Dean of Instruction. Combined with the sixteen thousand dollars for the bilingual support staff of the IC, then, there is barely sufficient operational budget.

Since competition for funds is so keen at GWC and in the district, the IC leadership must be imaginative in seeking voluntary support staff or student assistants paid through the campus financial aids office. Other funding must be sought through grants or the campus foundation office. The associate dean will continue to pursue support from a variety of sources.

As a result of the hard work and creativity of the individuals who have been supportive of the Intercultural Center mission, the concept of international/intercultural awareness and enrichment is now apparent throughout the GWC campus. Developing the notion further, that the college itself is an intercultural center, will require constant vigilance and attention from IC staff and the Intercultural Affairs Committee. They must continue to act as the conscience and the energizer of the campus in advancing the mission and goals of the Center.

SUMMARY

It is hoped that this paper will assist other colleges and universities to bring about or enhance on their own campuses the awareness of global interdependence and cultural enrichment that those at GWC have experienced. The answer, in the GWC experience, lies in finding and bringing together campus leaders, whether they be students, staff, or administrators. From then on it's a matter of being patient, committed, even dogged in determination. Despite budgetary problems, inertia, or cynics who see it as a temporary fad or even a hopeless cause, people who care, or even pragmatists who see that something must be done, can work toward an attitude of appreciation and unity among individuals of diverse culture and ethnicity.

Golden West College
CENTRO INTERCULTURAL

DẠI HỌC CỘNG DỒNG
GOLDEN WEST
TRUNG TÂM VĂN HÓA

Golden West College

Intercultural Center

When you become a student at GWC,
ALL OF THIS IS FREE

Cuando seas estudiante de GWC
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MỘT KHI BẠN TRỞ THÀNH SINH VIÊN CỦA GWC
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Just ask us . . . the Intercultural Center Staff members.

SOLO PREGUNTANOS:
MIEMBROS DE EL CENTRO INTERCULTURAL

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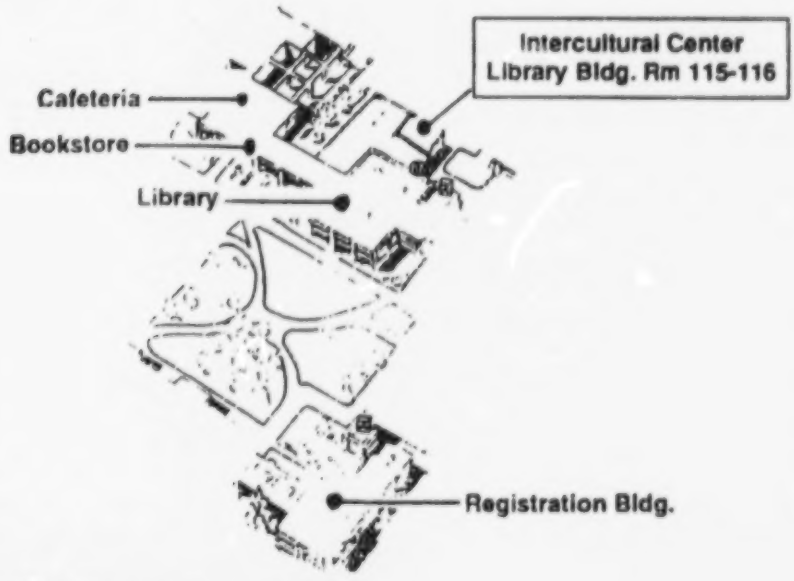
NHÂN VIÊN CỦA TRUNG TÂM
VĂN HÓA CHÚNG TÔI SẼ LẮNG NGHE VÀ GIÚP ĐỠ BẠN



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GOLDEN WEST COLLEGE / INTERCULTURAL CENTER
CALENDAR OF EVENTS

Fall - 1993

First day of Fall semester	Monday, August 16
Volunteer "Welcome Back" Tea(s)	Thursday, August 26 11:00 - 7:00 p.m. Friday, August 27 11:00 - 2:00 p.m.
Fall Volunteer/Student Appointment's begin	Monday, August 30
Labor Day (holiday) (Center closed)	Monday, September 6
Volunteer Meeting(s)	Monday, September 27 2 - 3:30 p.m. Thursday, September 30 2- 3:30 p.m.
Look for Newsletter	October - First week
Veterans Day (Center closed)	Friday, November 12
Volunteer Survey Distribution	Monday, November 15
Volunteer Survey due date	Tuesday, November 23
Last Day of Volunteer/Student Appointments	Friday, December 3
Celebration of Learning Festivities (Volunteer Banquet/Celebration)	Monday, December 6 11-1:00 p.m. 6 - 8 p.m.
Winter Break (school closed)	Monday, December 20, 1993 - Wednesday, January 12, 1994

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Spring - 1994

Martin Luther King Day	Monday, January 17
First Day of Spring semester	Tuesday, January 18
Volunteer "Welcome Back" Tea(s)	Thursday, January 27 8:00 a.m. - 7:00 p.m. Friday, January 28 8:00 a.m. - 2:00 p.m.
Spring Volunteer/Student Appointment's begin	Monday, January 31
Children's Festival	Wednesday, February 16
Lincoln's Day (holiday) (Center closed)	Friday, February 18
Washington's Day (holiday) (Center closed)	Monday, February 21
Volunteer Meeting(s)	Monday, February 28
Festival of Friendship	Thursday, March 3 M-F March 7 - Mar. 11
Spring Recess (school closed)	Monday, March 28 - Sunday, April 3
Last Day of Volunteer/ Student appointments	Friday, May 13
"Celebration of Learning" (Volunteer Banquet/Celebration)	Monday, May 16
Last Day of Spring Semester	Thursday, May 26

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INTERCULTURAL CENTER

VOLUNTEER • NEWSLETTER

Volume I ***September 1993***

Greetings to Our Volunteers...

The Intercultural Center of Golden West College is happy to greet the volunteers who are an important part of the center—making every day a special event for our students. Did you know that there are currently SEVENTY active volunteers in the Center and that the number is growing weekly? Between Fall 1990 and Spring 1993 volunteers have given 8695 hours of assistance to students trying to improve their language skills?

Even with these impressive figures, there is still a need for volunteers from 1:00 to 4:00 pm daily. Please let your friends know that they could find a great deal of pleasure in spending a few hours with caring, hard-working students.

Quarterly Editions Slated...

We hope to bring this newsletter to you quarterly. What kind of information would *you* like to see here? We need, and want, your suggestions and any information you care to share. Just put your ideas or requests in the Suggestion Box located to your right as you come in the front door of the Intercultural Center.

The Intercultural Center Goals...

- To encourage a focus on intercultural/international experiences in GWC educational activities
- To promote events that explore cultural diversity, recognize interdependence, and foster harmony and mutual understanding
- To provide a supportive and enriched atmosphere for all students, and assistance to ethnic minorities so that they can better realize their potential in the larger cultural context
- To act as an intercultural/ international information and communication center for the college community.

The Intercultural Center Mission...

Recognizing the cultural pluralism of the communities served by Golden West College, the Intercultural Center at GWC is committed to the involvement of campus staff, students and community members in learning activities and services that creatively acknowledge and are sensitive to

our culturally diverse population. The center will strive to promote understanding, acceptance, and constructive relations among people of all cultures. It will encourage students, college staff, and local community members to see cultural difference as a source of learning and enrichment, and to recognize and value people of different languages, religions, cultural traditions and ethnicity. To these ends, the Intercultural Center will provide supplementary college services designed to support the multicultural, multiethnic population at GWC, and serve as a resource center, and encourage dialogue among all members of the college community.

IC Staff Ready to Help!

Please allow us to introduce our Staff in the Intercultural Center. These are the folks who keep your appointments running and help you in so many thoughtful ways.

Bruni Cronk—Co-coordinator of the Intercultural Center/International Education Center. Her official office hours in the Center are Monday through Thursday 8 a.m. to 5 p.m. and Friday 8 a.m. to 4 p.m. (We know she's seen there many more hours!)

Belen Genet—Co-coordinator of the Intercultural Center/International Education Center. Her official hours are Monday and Wednesday 8 a.m. to 7 p.m., Tuesday and Thursday 8 a.m. to 5 p.m. and Friday 8 a.m. to noon. (We know she's there far more, too.)

An (Andy) Le—Age 20, speaks English and Vietnamese. He was born in Saigon, Vietnam and now resides in Stanton with his parents, grandparents, a younger brother and an older sister. His major is Mechanical Engineering and he plans to transfer to Cal-Poly Pomona. Andy came to GWC from OCC and is working in the Intercultural Center for the first time this semester. He appreciates and enjoys the mixture of cultures and sharing experiences with students from various countries. In his not-so-spare time he likes to play basketball, swim and go to "action" movies. You can find him at the desk in the ICC from 8-10 a.m. helping students with appointments and answering their questions.

Anh Tran—is 27 years old. She was born in Saigon, Vietnam. She speaks both English and Vietnamese. Anh is studying toward a career in pharmacy and probably will transfer to a pharmacological school in another state when she concludes her work at Golden West. Her hobbies include listening to classical music and playing the guitar. She lives with her parents, two sisters and one brother. Anh has been in the ICC more than one year and enjoys helping people as they try to improve themselves.

Sonia Villegas—age 20 years, was born in Juarez, Mexico. She speaks English and Spanish and is learning Sign Language as a third language. She has two brothers, three sisters, one brother-in-law and a mother and father. She has worked in the Intercultural Center five semesters. Sonia is attracted to the Center because she learns from other cultures and enjoys hearing the sounds of the many languages around her. She enjoys comedy movies and playing volleyball when she isn't studying and working. She plans to transfer to California State University at Dominguez and, although her plans are not definite yet, will probably aim towards a teaching degree. She enjoys people and knows that whatever she does she will serve with and for others.

Alongside the regular staff, you will meet our *Volunteer Student Assistants;* **Brock Carothers, Cindy Chau, Hong-Nga Vo, Hoa Ngo** and **Christana Montes.**

These students assist both at the front desk and in the back keeping the work areas ready for our use.

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